A CASE STUDY ON KENDRIYA VIDYALAYA, IIT GUWAHATI (2003-2012)

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ABSTRACT

Kendriya Vidyalayas are an exclusive system of educational hierarchy under MHRD of the Government of India. The KVs have covered a large area of the education system to provide quality education to the children belonging to different social backgrounds and family. KVs are the model schools established under the Central Govt. after attaining independence of India. Setting up of KVs is a matter of pride for that particular locality or district all over India. The best syllabus and curriculum is followed by this sangathan. Every opportunity is offered to students for their all round development. Recruitment of well trained teachers has been the special focus of this sangathan. The teachers take great pain in moulding the behaviour of the students coming from different socio-economic backgrounds. Action based learning is found in all the classes in this type of school.

A case study (on KV IIT Guwahati) conducted with an aim to offer an overall knowledge about the sangathan in general and the school under consideration in particular. A detail analysis of a particular school has enabled to assess the norms and procedures of such type of school. Such schools are spread in all the states and union territories of India which helps in binding together and it acts as an agent of national integration. Along with this, the 'Hindi' language is promoted which is our national language. Also, it is a matter of pride now if an individual is recruited as a teacher either at primary, secondary or higher secondary level. The quality of teaching is quite advanced and as such the students are also highly benefitted. Regular change in curriculum at a certain interval is quite appreciating and it becomes effective throughout India spontaneously. Another important feature which this study could perceive is that through these schools there is uniformity either in terms of uniform, rules and regulations, syllabus all over the country. A student passed out from such school obtains equal recognition and status in any part of the nation. Also, there is an opportunity of transferring a student from such school anywhere and everywhere at any point of time within the country as because there is a network of these schools. This opportunity is specially required for defence personnel or central government employees because of their transferable jobs.

Introduction:

"A golden vessel covers the face of the truth.O Thou nourisher! Remove this cover that votary and seeker of truth may see Him" is the motto of KendriyaVidyalaya Sangathan refers to, "Seekers of true knowledge are engaged in ceaseless striving but we know that it is not easy to achieve our objective, especially in as much as ignorance in its many fascinating forms covers the force of truth. O true Knowledge! Do remove these covers so that we may see thee."

The KendriyaVidyalaya Sangathan (KVS), set up by the Ministry of Human Resource Development, Government of India, registered on 15th December, 1965. The Sangathan administers the schemes of the KendriyaVidyalayas formulated by the Government of India in the Ministry of Human Resource Development (MHRD). The Sangathan has three tier management structure with its (I) Headquarters (II) Regional offices managing a cluster about 45-50 schools and (III) KendriyaVidyalayas (KVs) are being spread all over the country and abroad each having their own Vidyalaya Management Committees. Features of the Sanghathan include

(1) Common text-books and bilingual medium of instructions for all Kvs.

(2) All KVs affiliated to Central Board of Secondary Education.

(3) All KVs are co-educational, composite schools.

(4) Sanskrit is taught from class V to IX.

(5) The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio.

(6) No tuition fee for boys up to class VIII, girls up to class XII and Scheduled Caste/Scheduled Tribes students and children of KVS employees.

KendriyaVidyalaya Sangathan been established with the objectives:

(a) To provide, establish, endow, maintain, control and manage schools, hereinafter called the KendriyaVidyalayas for the children of transferable employees of the Government of India, floating population and others including those living in remote and undeveloped locations of the country and to do all acts and things necessary for or conducive to the promotion of such schools.

(b) To take over the assets, properties and engagements of the institutions already set up for the purpose mentioned in (a), and known as KendriyaVidyalayas, the names, addresses and particulars whereof appear hereto;

(c) To establish, develop, maintain and manage hostels for the residence of the students of Kvs;

(d) To aid, establish and conduct other institutions as may be required for the furtherance of the Sangathan's object in any part of India;

(e) To prepare, introduce, supervise and amend the curricular syllabi and other programmes regarding the education of pupils of Kvs;

(f) To create teaching, administrative, technical, ministerial and other posts under the Sangathan and to make appointments, promotions and transfer thereto and arrange training for them;

(g) To constitute boards, committees or other bodies as may be deemed fit and to prescribe their powers, functions, tenure, etc.;

(h) To acquire, hold and dispose of property in any manner whatsoever for the purpose of the Sangathan provided that the prior approval of the Central Government is obtained in the case of acquisition or disposal of immovable property, and to construct, improve, alter, demolish, repair and maintain any building or buildings for purposes of the Sangathan;

(I) To deal with any property belonging to the Sangathan in such manner as may be deemed fit for advancing any of the objects aforesaid;

(j) To give pension, gratuities or charitable aid to teachers staff and other employees or ex-employees of the Sangathan or to their wives, children or other dependents and to form and contribute to provident fund and benefit funds for the benefit of any persons employed by the Sangathan, or of wives, children or other relatives or dependents of such persons;

(k) To maintain a fund to which shall be credited;
   (i) All moneys provided by the Central Government;

   (ii) All fees and other charges received by the Sangathan;

   (iii) All moneys received by the Sangathan by way of grants; gifts; donations; benefactions; bequeaths or transfers; and

   (iv) All moneys received by the Sangathan in any other manner or from any other source;

(l) To subscribe to or become a member of or to take over or to co-operate or amalgamate with any other organisation, institution or association having objects wholly or in part similar to those of the Sangathan and to aid any such existing institution in such manner as the Board of Governors may think fit;

(m) To fix and arrange to collect such fees and other charges as may be laid down by the Rules and Regulations under them;

(n) To deposit all moneys credited to the Fund in such banks or to invest in such manner as the Sangathan may, with the approval of the Central Government, decide;

(o) To borrow or raise moneys with or without securities or on the security of a mortgage charge, hypothecation of pledge, over all or any other immovable or movable properties belonging to the Sangathan or in any other manner whatsoever;

(p) To draw, make, accept, endorse or discount cheques, notes or other negotiable instruments and for this purpose to sign, execute and deliver such assurances and deeds as may be necessary for the purposes of the Sangathan;

(q) To do all such things as may be considered necessary, incidental or conducive to the attainment of all or any of the objects of the Sangathan.

The Mission of Kendriya Vidyalaya Sangathan being

(1) To cater to the educational needs of the children of transferable Central Government employees including Defence and Para-Military personnel by providing a common programme of education;

(2) To pursue excellence and set pace in the field of school education;

(3) To initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and National Council of Educational Research and Training (NCERT) etc.

(4) To develop the spirit of national integration and create a sense of "Indianness" among children.

(5) To Provide, establish, endow, maintain, control & manage schools, hereinafter called the 'KendriyaVidyalaya' for the children of transferable employees of the Government of India, floating populations & others including those living in remote & undeveloped locations of the country & to do all acts & things necessary for the conducive to the to the promotions of such schools.

The organisational set-up of the KVS follows
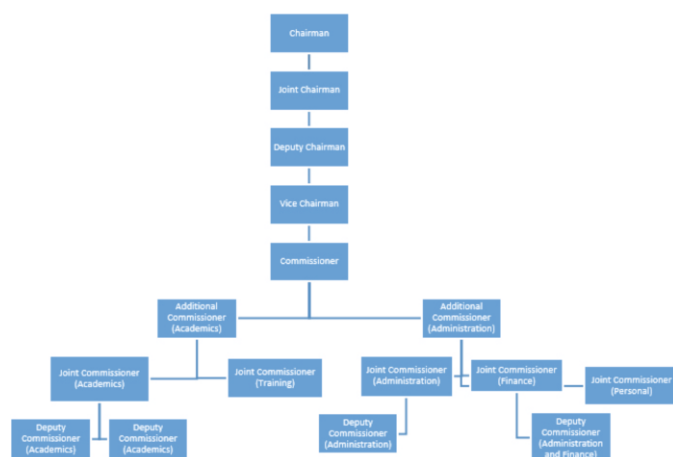
The scheme of KV was approved in November 1962 by Government of India that is to provide unremitting education to the wards of transferable Central Government employees. Started with the taking over of 20 Regimental Schools as Central Schools or Kendriya Vidyalayas during the academic year 1963-64, the schools have now expanded to a network of 1090 functioning schools all over the country and 4 schools abroad. This exceptional growth is mainly due to the quality education provided by the KVs and incessant efforts put in by the employees of KVS Bandhana (2011). KVS envisions itself as a world-class organisation in school education, committed to continually empowering teachers to actualise inside out synergy in students and enable them to fulfil futuristic, societal, national and global needs and aspirations. The unique nature of the KVs lies in the fact that they follow an omnipresent system of education with common syllabus and identical educational infrastructure. This is to certify that a student experiencing transference from one KV to another does not have a problem to adjust to the new school atmosphere and curriculum. The regulatory body, KVS, (Central School Organization), headquartered in Delhi, is vested with all responsibilities for streamlining the education procedure in the Kvs.

The KVs have covered a large area of the education system to provide quality education to the children belonging to different social backgrounds and family. They provide quality education at a nominal cost in comparison to other schools of same level, which is affordable for the parents of all economic groups. And, thus the KVs develop into a strong educational organisation by itself.

Established in the year 1963, is an important milestone in KVs long 50 years glorious journey. KVs have not only facilitated uninterrupted education of the wards of transferable Central Government employees but have also contributed a lot in setting standards in the sphere of quality education.

KVs have achieved the status of a reliable brand in India. The dedicated services delivered by the teachers in the inaccessible corners of the country, from Jammu & Kashmir to North Eastern States, and from Andaman & Nicobar Islands to Daman & Diu, have made KVS a unique organization in the country.

KVs have played key role in the promotion of national integration. KVs have become synonymous with centres of social equality and national integration. The enrolment of girls in nearly equal proportion to boys along with a vast majority of its teachers being females speaks volumes about contributions of KVs to the cause of women empowerment.

KVs have initiated online projects on promotion of international understanding with schools of other countries. The exchange programmes for teachers and students with USA and Japan, introduction of German language and plans to incorporate some other foreign languages into the curriculum are, to name a few, actions of KVS that are going to facilitate and enrich students to adjust successfully to the changing needs of globalization.

Rationale of the study:
KVs are an exclusive system of educational hierarchy under MHRD of the Government of India. KVs, run by CBSE, have been playing a major role in constructing the knowledge hub of our society through their highly competitive courses in Science, Mathematics, Language, Social Sciences etc.(Agarwal 2008)

There are 36 KVs in Assam and out of which 7 in Guwahati. The KendriyaVidyalaya, IIT Guwahati (KVIITG) was established on 1st of August, 2003 in the IIT premises of North Guwahati. Set in a picturesque landscape of rugged hills and valleys, paddy fields, historical monuments that seem to echo the past, this quiet place is an ideal place for pursuit of education. To be located in IIT, a center of excellence in the field of Science and Technology is a great feat by itself.

The KVIIT provides a unique opportunity to all the deserving students of the locality to accumulate everything that an ideal education can provide at low cost. It functions as per the guidelines of KVS for an all-round multifarious development of the students. Over the years, the school has developed itself into an ideal institution in Guwahati. The school has played an important role in the growth of the quality of school education in Guwahati.

The problem under investigation reads as "A Case Study on KendriyaVidyalaya, IIT Guwahati (2003-2012)."

Research questions of the investigation framed are
1) What are the infra-structural facilities of KendriyiaVidyalaya, IIT Guwahati?

2) Is the man power of the school sufficient for well management, academic achievements and administration?

3) Are there enough curricular facilities in the school for all round development of the students?

4) What is the evaluation procedure followed by the KendriyiaVidyalaya, IIT Guwahati?

Objectives of the study:
Followings are the objectives of the study:
1) To identify the infra-structural facilities of the school

2) To examine the sufficiency of man power of the school

3) To study the curricular facilities of the school

4) To study the evaluation process followed by the school

Delimitations of the study:
The study is delimited to the followings:-
1) The study is delimited to KVIIT only because of the time limitations in the M.A. (education) course.

2) Results of only 10th and 12th standard are offered in the study.

Methodology of the Study:
Descriptive Survey Method is being adopted, and particularly the Case Study Method is used for the present study. There are about 36 numbers of KVs in Assam and 7 numbers in Guwahati. As it is a Case Study, KV situated in Guwahati, viz. KendriyaVidyalaya, IIT Guwahati, has been selected as the sample in the present study. The Principal and the teachers of KendriyaVidyalaya, IIT

Guwahati constitute the population for the present study.

Tools:
Data collection for the present study is being carried out mainly from two different sources:

1. Secondary data with respect to the school being obtained from the school's documents and records.

2. For primary data collection, a questionnaire is presented before the Principal and some particular teachers. Number of items in the questionnaire happened to be 31 in the form of Multiple Choice Questions, Yes/ No Type Questions along with the Open Ended Questions.

Procedure of data analysis:
Information, thus obtained from both primary and secondary sources, were suitably analysed by using appropriate statistical methods like percentage, diagrams and graphs.

Analysis and Interpretation:
a) Infra-structural facilities available in the school:
The KendriyaVidyalaya, IIT Guwahati was established on 1st of August, 2003 in the IIT premises of North Guwahati. The location of the school is ideal one for pursuit of education. To be located in IIT, a center of excellence in the field of Science and Technology is a great feat by itself.

According to the enrolment on 31st March of 2013, the school has a total of 870 students including 1st to 12th standard and a total number of 28 teachers along with a Principal. The school has a well-designed building with well-equipped laboratories, adequate library facilities, furnished classrooms with modern amenities, teaching aids, computer lab, Wi-Fi campus with Broadband internet connectivity, playground etc. to make teaching-learning enjoyable and effective. Well trained and dedicated teachers in respective fields selected on the basis of nationwide tests are appointed. They strive to promote experiment learning and practical application of knowledge.

The KVIIT has a full-fledged building which is an impressive and imposing structure covering around 40,000 square meters (10 acres), built in the IIT Guwahati campus (Figure 1).

Figure 1.KendriyaVidyalaya, IIT Guwahati (Front view)

KVIIT provides a unique opportunity to all the deserving students of the locality to accumulate everything that an ideal education can provide at low cost. It functions as per the guidelines of KVS for an all-round multifarious development of the students. The school has the ability to have achievements in both academic and sports, and community works as well. Over the years, the school has developed itself into an ideal institution in Guwahati.

The school building have the provision of double section classes, Principal's Room, one library, staff rooms, office room, computer room, Junior Science Lab, Physics lab, Biology lab, Chemistry lab, music room, exam rooms, with sufficient numbers of toilets with running water and uninterrupted electricity and a medium sized playground. The Library of the Vidyalaya is well accumulated with sufficient amount of books of all subjects to help the students to meet their curiosity of knowledge. There are two air conditioned computer labs in the Vidyalaya. Each computer lab has capacity of 20 computers. All the computers of the whole Vidyalaya are connected through wireless LAN. High Speed Broadband connection of BSNL (Data One) is available in Vidyalaya for Internet connection. Total 43number of computers are there in the Vidyalaya. Laboratory is equipped with LCD Projector. The teaching learning process is well implemented by learned teachers as per the guidelines of KendriyaVidyalaya Sangathan. Teachers take the help of computers and other teaching aids as a regular aspect. Class wise CDs are also available for detailed as well as objective studies on a subject. In games and sports, the Vidyalaya is generally provided by IIT Guwahati with their playgrounds to conduct various sports events as and when required which are near the Vidyalaya. For daily games and sports purpose, the Vidyalaya field is sufficient.

Situated near the bank of river Brahmaputra on the northern side of Guwahati, inside the IIT Campus, KVIIT provides a unique opportunity to all the deserving

students of the locality to accumulate everything that an ideal education can provide at low cost. Over the years, the school has developed itself into an ideal institution in Guwahati.

➢   **Physical facilities available in the school**
The school is housed in a land area of 400m x 400m (approx.) with a built-up area of 40,000 square meters (10 acres). Table 1 offers a picture of the number of room facilities available in the school.

Table 1. Number of rooms available in the school

Serial no.	Particulars	2003	2007	2012
		In numbers		
1.	Class room	08	20	23
2.	Office room	01	01	01
3.	Laboratory room	0	01	04
4.	Store room	01	01	01
5.	Library	01	01	01
6.	Staff room	02	02	02
7.	Computer room/ lab	02	02	02
8.	Principal's room	01	01	01
9.	Sports room	01	01	01
10.	Student's common room for - Boys	0	0	0
	Girls	0	0	0
11.	Auditorium/hall	0	0	0
12.	SUPW room	01	01	01
13.	Activity room	01	01	01
14.	MI room	01	01	01
15.	Toilets	12	12	12

It is interesting to note that the school was started with only 8 numbers of classrooms during the year 2003 and by 2012, it increased to 23 numbers. Therefore, there is an increase of rooms by more than 65% during the last 10 years. Also, from the table we observe that during the starting year there was not a single laboratory facility and by the end of 2012, four (4) numbers of laboratory rooms were set up. From the table it is clear that the school has all types of essential rooms, which a modern school should have. Decadal representation of no. of rooms is shown in figure 2.
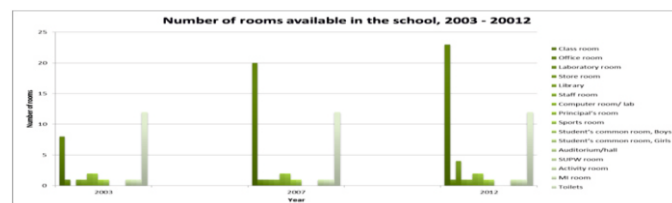

Figure 2. Decadal representation of number of rooms

Except from the room facilities, some other facilities are available in the school as well. Those are presented in the Table 2.

Table 2. Facilities available in the school

Serial no.	Particulars	Quantity / number
	Facilities available in the school	
1	Number of Science Laboratories:-	
	Physics	01
	Chemistry	01
	Botany	01
	Zoology	01
2	Number of computers	43
3	Xerox Machine	02
4	Fire Extinguisher	03
5	Number of filters for drinking water	05
6	School bus	06
7	Aqua guard with fresh drinking water	10

The school has total 4 numbers of Science laboratories and 1 laboratory each for the subjects- Physics, Chemistry, Botany and Zoology. The school has 43 num-

bers of computers which are handled by the Principal, teachers, office staff and students. The school has provision for 2 numbers of Xerox machines and 3 numbers of fire extinguishers. The school has proper drinking water facilities for all the individuals. The school has also transportation facilities in the form of bus service as shown in Table: 2. The school has a medium sized playground facility. At one corner of the playground, there is a children park for the primary class students which have the facilities like swings, iron slide set, climbing frame, See-saw, Merry-Go-Round, round iron swing etc. The facilities available in the school shown in figure 3.
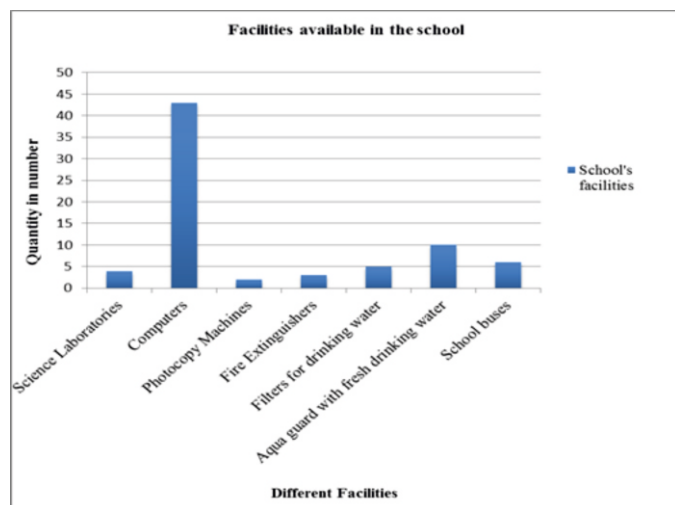

Figure 3. Facilities available in the school

Some other facilities available in KendriyaVidyalaya IIT Guwahati include

• Water Cooler with Aqua Guard for fresh drinking water

• Multi Gymnastics

• Wi-Fi Campus with Broadband Internet Connectivity

• Tae-kwon-do training for students

• Children Park for Primary Children

Classroom facilities available in the school
Table 3 offers a glance of the facilities available in a general classroom.

Table 3. Facilities available in the classroom

Sl. no.	Particulars	Quantity / number
1	Black Board	22
2	Flannel Board	02
3	Cupboard	22
4	Almirah	20

It is obvious that in all the classrooms there are Black Board / Flannel Board facilities in addition, there are cupboards and almirahs (Figure 4 and Figure 5). The classrooms are quite well lighted with electricity facility having window glass panes. The classrooms are spacious with mixed type of furniture used for students, as seating arrangements like wooden desk- bench, single seated iron box desk with attached bench etc.

Graphical representation of the facilities available in the classroom is represented in figure 4.
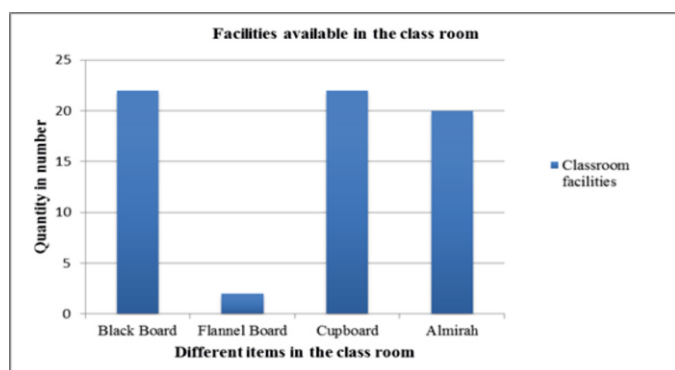

Figure 4. Facilities available in the classroom

Figure 5. Facilities available in the classroom

➤ **Library facilities available in the school**
The school has a library along with a reading room. The library facilities available in the school are shown in table 4.

Table 4. Library facilities available in the school

Particulars	Quantity / number
Number of text books	367
Number of reference books	414
Number of journals	Nil
Number of news papers	04
Number of magazines	30
Library reading room	01
Seating capacity of the library reading room	45

For a total number of 838 students the number of text books in the library found to be 367. That is to say that the ratio of students to books (Students: books) is equal to 2:1. The school has more than 400 reference books. There are four (04) different types of newspapers and thirty (30) numbers of magazines. There is a library room which has a seating capacity of forty five (45) numbers.

b) Human Resource available in the school
The school has a Vidyalaya Management Committee (VMC) consisting of thirteen (13) members from different sections of society generally the number of meetings held in a year happens to be three times. Within a span of 10 years, the KVIITG has come across 6 numbers of Principals. The school does not have the provision for the post of Vice Principal. Table 5 offers information with regard to the man power available in the school.

Table 5. Manpower facilities (2003-2012)

Year	No. of principal and Head Master / Head Mistress	No. of teachers			No. of non-teaching staff
		Primary	Secondary	Higher secondary	
2003	01	06	N/A	N/A	08
2006	01	08	06	N/A	08
2009	01	08	08	06	11
2012	01	08	09	06	11

It is evident that from the table that primary section was started with only six (06) numbers of teachers which increased to eight (08) numbers by 2012.

The secondary section started during 2006 again with only six (06) numbers of teachers and the number increased to nine (09) during 2012.

In the year 2009, the number of teachers for higher secondary section happened to be six (06).

The school provides facility for undergoing in-service training to the teachers.

During 2003, the number of non-teaching staff happened to be eight (08) which increased to eleven (11) by 2012. With respect to the non-teaching staff the school has the provision for in-service training.

The school has no provision for manpower like instructors and demonstrators. The teacher student ratio for the primary section (class I to V) happens to be 1:50, and same for class VI to X is 1:43. Again for higher secondary level this ratio is 1:8. The graphical representation of school personnel is shown in the figure 8.

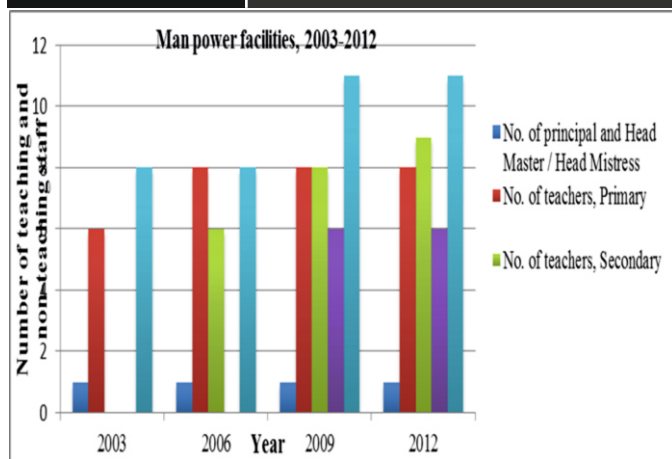Figure 6. Decadal representation of man power facility (2003-2012)

Figure 6. Decadal representation of man power facility (2003-2012)

Enrolment status of the school (2003 to 2012)
The admission procedure of the students is generally on the merit basis. During admission the application forms are categorised into different types as stated below:

  a) IIT employees
  b) Defence employees
  c) Central Govt. employees
  d) State Govt. employees
  e) Retired military personnel
  f) General person

The enrolment of students for the past 10 years (2003 to 2012) is presented in table 6.

Table 6. Enrolment position of the students (primary to higher secondary), 2003-2012

Year	Class I – V	Class VI – VIII	Class IX – X	Class XI – XII
2003	195	51	N/A	N/A
2004	236	62	35	N/A
2005	277	80	65	N/A
2006	311	101	69	N/A
2007	335	211	77	15
2008	341	215	147	31
2009	355	221	149	27
2010	374	223	150	35
2011	386	221	151	45
2012	401	234	153	50

From the table 6, it is clear that there has been a steady increase in enrolment of students for classes I to V and during a decade's period (2003 to 2012) the increase is more than 105%. For classes VI to VIII, the rate of increase in enrolment for the year 2012, keeping the base year as 2003, it is found that the increase is seven (07) times. In case of classes IX and X the percentage increase of enrolment in 2012 (keeping the base year as 2004) happened to be around 10 times. Percentage increase for classes XI and XII in the year 2012, taking the base year as 2007, it is found that there is an increase of more than 15 times.

It is quite clear that for all the classes the trend of increase has been in upward direction. This is evident from the graphical representation shown in figure 7.
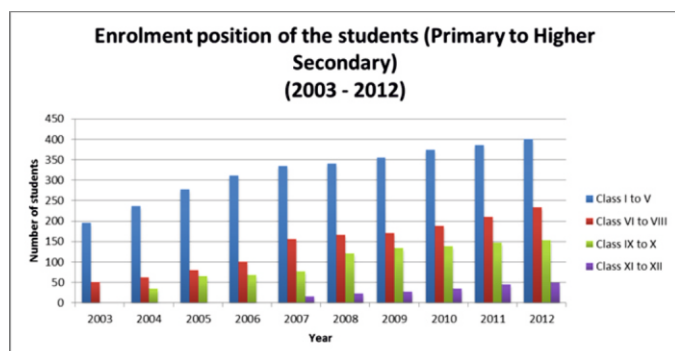

Figure 7. Enrolment position of the students over the decade

c) Curricular facilities available in the school
The school has classes from I to XII, and for classes I to X the number of sections happened to be two (02) each. The school duration is from 8:00 am to 2:15 pm during the week days. The numbers of periods are eight (08). On the last day of every month the classes are conducted for half of a day (up to 11 am). On the second Saturday of every month the students enjoy holiday. The school conducts assembly session for fifteen minutes. During the assembly special prayer is conducted; a student reads the morning news, the Principal makes important announcement and if a student has birthday, he / she is called on the dais and birthday wishes are conveyed by the Principal and teachers by offering a birthday card and chocolates. The assembly ends with the singing of national anthem. The students assemble for the assembly session with the beating of drum and each class stands in a queue according to their increasing height. At the end of the assembly the students disperse class wise in queue which is led by the class monitor.

In a year the minimum number of classes conducted is generally two hundred days. As the school follows CBSE curriculum the session starts from April to March every year. The teaching-learning process takes place both in English and Hindi medium. The table 7 shows different methods applied during teaching activities.

Table 7. Methods of teaching in the school

Class	Chalk and talk	Discussion	Demonstration	Interaction	Story telling
I-V	√	√	√	√	√
VI-VIII	√	√	√	√	√
IX-X	√	√	√	√	√
XI-XII	√	√	√	√	√

It is clear from the table that chalk and talk, discussion, demonstration, interaction and story-telling methods are all followed right from class I to XII. For all the subjects taught in the school for all classes the usual type of teaching-learning activities are depicted in the table 8.

Table 8. Type of teaching-learning activities conducted in the school

Class	Project Work	Assignments	Models	Charts	Group Discussion	Seminar
I-II	--	--	--	--	--	--
III-V	√	√	√	√	√	--
VI-VIII	√	√	√	√	√	√
IX-X	√	√	√	√	√	√
XI-XII	√	√	√	√	√	√

It is quite clear from the table that modern techniques are applied in the instructional process.

The school offers due importance to co-curricular activities in various forms throughout the year.

Following are the various games and sports facilities available for the students, (i) Football, (ii) Cricket, (iii) Shot put, (iv) Volleyball, (v) Javelin, (vi) Discuss throw, (vii) Chess, (viii) Table Tennis, (ix) Badminton, (x) Running track, (xi) Carom Board, (xii) Kabaddi, (xii)Throw ball, (xiv) Swimming, (xv) Taekwondo and (xvi) Kho-kho.

Other provisions available such as NCC, Scout and Guide, Dance classes, Music, Art, Yoga, Gymnasium. The school offers 'Taekwondo' training to the interested students. The school has a playground (Figure 8) along with a small children park with necessary playing facilities meant for primary school children.

Figure 8. School playground along with Children Park

The school has a clinic with part time physician and full time nurse. First-aid box is available in the school. Once in every year medical check-up for students are carried out particularly with respect to blood group, vision and dental hygiene.

Table 9 shows the achievements in sports of the school and same in the community work conducted by the school.

Table 9. Achievements of the school in sports and community works

Sr. No.	Achievements in Sports	Community Work
1	KVS has been accorded the status of a State for participation in the National (Inter-State) Sports meets organized by the School Games Federation of India (SGFI). The school has state player in Cricket.	Celebration of Grand Parents Day (especially for the primary students).
2	The school has state players in Taekwondo. Junior gold medal and sub junior silver medal at District level and State level respectively	Shramdaan in activities like Traffic manning
3	The school has state player in Swimming.	Adoption of neighbouring schools by donating used computers, printers, Xerox machines etc.
4	The school's girls kabaddi team received Silver Medal in Regional Level Sports Meet-2009 and two students had been selected for KVS National Sports Meet 2009	Provide funds and donations to Cancer Aid Society of Helpage India.

➢ **Process of evaluation in the school**

The achievements of the school's students are offered in the form of a 'Performance Profile' (sample of the Performance Profile is shown in Appendix- V). Continuous and Comprehensive Evaluation (CCE) process is followed for assessing each and every student (as per the directives of CBSE, Delhi).

In the school, at least one (01) number of class-test is conducted every month for each class. Formative assessment is conducted from class VI to X, fourth times in one academic session. For class XI, only three (03) numbers unit tests are conducted. There are two (02) numbers of summative assessments carried out from class VI to class X. In case of class XI and XII, once in a year half yearly exam is conducted for each. There is only a single session-end exam conducted for class XI. In case of class XII, twice pre-board exam and once final, that is board exam is conducted.

From the progress report, that is 'Performance Profile' based on CCE system, following information is available.

1. Student profile: General information about the students with photograph.

2. Attendance: Student's attendance for Term I and Term II are mentioned.

3. Health Status: Record of health condition of the student is available.

Part- I: Academic Performance
4. Scholastic areas: The marks and grade points in the subjects are offered for various formative and summative assessments. At the end, Cumulative Grade Point Average (CGPA) is mentioned.

5. Co- scholastic areas: In this section a description of the student's life skills can be obtained on the following dimensions – (a) Thinking skills, (b) Social skills and (c) Emotional skills. For each of these skills grade is allotted.

These information are followed by a description of work education performed by the students.

Visual and performing arts performance of the students are indicated.

The profile also takes into account of the attitudes and values of the student towards his/her –

•   Teachers
•   School mates
•   School programmes and environment
•   Value systems

All the above mentioned dimensions are indicated in grades.

6. Co- scholastic activities: (A) Under this section, the performance of students in activities like games and sports, NCC, Scout and Guide, dance and music are indicated and being offered grade point.

(B) Health and physical activities: Description of the performance of the students in this area is available along with the grade mark.

At the end of the profile the student's self-awareness mentioned by them are highlighted in following directions –

•   Goals
•   Strengths
•   Interests and hobbies

Lastly, special comments by the class teacher for each student are indicated in terms of 'Responsibilities discharged / Exceptional Achievements'.

➢ **Result of the school in class X and XII exams**
The school proves itself to show brilliant improvement in results of class X and XII over the decade. The result of the school for classes X and XII is depicted in Table 10 for various years.

Table 10. Result of the school for classes X and XII

Year	Result of	
	Class X	Class XII
2007 – 2008	100%	--
2008 – 2009	97.22%	78.26%
2009 – 2010	98.65%	84%
2010 – 2011	100%	90.48%
2011 – 2012	100%	100%
2012 – 2013	100%	100%

Graphical representation of the result of the school in class X and class XII are presented in figure 9.
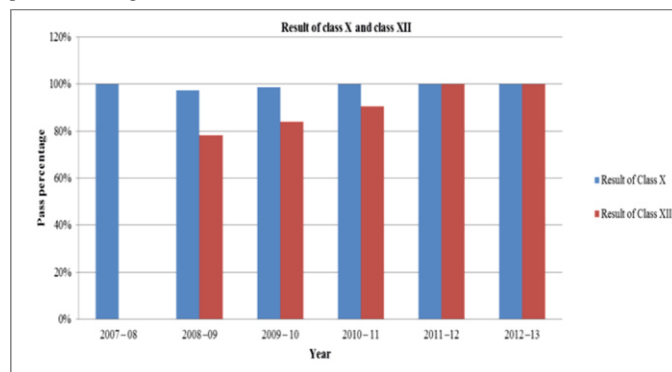
Figure 9. Result of class X and class XII

➢ **Glories of the school**
The school undergoes various academic fields and activities, in which the school as a whole or some of the students in particular performed superbly that has brought name and fame to the school. Table 11 highlights the academic achievements attained by the school and its students.

Table 11. Academic achievements attained by the school and students

Sr. No.	Academic achievements
1	The school have produced 100% result in class X Board exam consecutively for 3 years in a row.
2	The school has scored 100% result in class XII Board exam for last 2 years respectively. Last year one student achieved merit scholarship for scoring 0.01% in CBSE Board exam in Computer Science.
3	This year (2012-13) Inspire award from DST (Department of Science and Technology) is received by one student.
4	In the year 2012 one girl student in entire North East region alone got selected in Children Science Congress

➢ **Important milestones of growth**
The important milestones of growth of KVIITG could be presented in the table 12.

Table 12. Important milestones of growth of the school

Year	Milestones
2003	Opening of KendriyaVidyalaya at IIT Guwahati campus.
2007	Establishment of the present RCC building of KendriyaVidyalaya, IIT Guwahati.
2008	Produced 100% result in CBSE 2008 Examination
2008	Conducted 12 days In-service course for PGT (Computer Science)
2008	New building was inaugurated by Hon'ble Commissioner Shri R. L. Jamuda, KendriyaVidyalayaSangathan, New Delhi on 18th September 2008.
2008	Venue for Regional level sports meet (Football and Swimming)
2008	Conducted 21ˢᵗ Zone Level Youth Parliament Competition 08

2008	Conducted 36ᵗʰ Jawaharlal Nehru Regional Level Science Exhibition 2008
2009	Organized and conducted Workshop for WET and Music Teachers
2009	Conducted 37ᵗʰ Jawaharlal Nehru Regional Level Science Exhibition 2009

➢ **Problems faced in functioning the school**

As per the response obtained from the Principal of the school, following problems are put forward:

  a) Lack of a Mathematics Lab
  b) Boundary brick walls required
  c) Need of a bigger playground
  d) Absence of smart classes
  e) Lack of enough books in the library for the students.

Findings of the study:

Following are the findings of the present study:

1. The KendriyaVidyalaya, IIT Guwahati provides a unique opportunity to all the deserving students of the locality to accumulate everything that an ideal education can provide at low cost.

Infrastructural facilities available in the school:

2. The school occupies a spacious area housed in a RCC building having playground facilities.

3. In the year 2003, this school was established by KVS.

4. The school started functioning from 2003 with only eight (08) rooms and the number of rooms increased to twenty three (23) by 2012.

5. In 2003 there was not a single laboratory. But by 2012 the number of laboratory set up happened to be four (04).

6. The school has all types of essential rooms by 2012 which a modern school should possess.

7. There are around forty five (45) numbers computers used for various purposes. There are facilities like Xerox Machine, water purifier, bus service available in the school.

8. The classrooms are well lighted, ventilated with window glass panes having well planned seating arrangements.

Manpower facilities available in the school:

9. The school is headed by a Principal.

10. The study reveals that at all the levels primary, secondary and higher secondary there are desired number of teachers as per the enrolment of the students. There are two (02) sections for each of the classes from I to X.

11. The total number of teachers in 2003 happened to be seven (07) which increased to twenty four (24) in numbers by 2012.

12. The school has no manpower like instructors and demonstrators.

13. There were eight (08) non-teaching staff during 2003 and by 2012 it increased to eleven (11) in numbers.

Enrolment of students:

14. The admission procedure of the students is on merit basis. The application forms are categorized into different order.

15. There has been a steady increase in enrolment of students' right from class I to class XII since 2003 to 2012.

16. The total number of students in the school found to be 246 in the year 2003 and increased to 838 by the year 2012. That is to say that there is an increase of almost four times the students' enrolment during ten (10) years period.

Library facilities available in the school:

17. The school has a library with a reading room having seating capacity for forty five (45) numbers.

18. The ratio of student to book found to be 2:1

Curricular facilities available in the school

19. The school duration is for six (06) hours fifteen (15) minutes for the instructional purpose.   (8 AM to 2:15 PM)

20. The school starts with assembly session followed by classes.

21. In a year the minimum number of classes conducted is generally two hundred (200) days.

22. The school follows CBSE curriculum and the session is from April to March every year.

23. The method of instruction for all the classes happens to be Chalk and talk, Discussion, Demonstration, Interaction and Story-telling.

24. The usual type of teaching-learning activities conducted from class III to XII generally included Project work, Assignments, Models, Charts, Group discussion and Seminar.

25. The school offers due priority to co-curricular activities also either in games and sports, NCC, music, art, yoga or gymnasium.

26. Medical facilities are available in the school clinic with first-aid box having part time doctor and a full time nurse.

Evaluation process carried out in the school:

27. The evaluation system followed in the school is Continuous and Comprehensive Evaluation.

28. Class test, Formative Assessment and Summative Assessment are a regular feature of evaluation process from classes VI to X. In case of class XI and XII the evaluation system varies slightly. Class X and XII students appear for Board exam.

29. All the students, right from class I to XII are offered 'Performance Profile' which indicates the all-round progress every year.

30. The Performance Profile is very informative and valuable because a description of each of the students' general bio-data, health condition, academic performance (scholastic, co-scholastic areas and co-scholastic activities) along with self-awareness statements are available both in form of marks/ comments and grades. At the end of the profile special comments from the class teacher is expressed.

31. Within a span of ten (10) years period the result for class X and XII during 2011-12 and 2012-13 had been cent percent.

32. In various academic activities the students have earned name and fame in different competitions which has brought laurel to the school.

33. Certain problems faced by the school are with respect to the absence of Mathematics lab, boundary wall, spacious playground, enough books in the library and smart classes.

Discussion:

Followings are the major findings of the study:

1) Though the school was established in 2003, within a span of ten (10) years time there has been a considerable expansion of infrastructural facilities equipped with sufficient number of rooms and equipments as per the requirement.

2) Even with respect to teaching and non- teaching staff, there has been increased in number of manpower from 2003 to 2012.

3) The admission procedure of students is based on merit basis from classes I to XII.

4) There has been an increase of almost fourth times the students' enrolment during 2003-2012.

5) The library is at its growing stage and the ratio of student to book found to be 2:1.

6) The school follows CBSE curriculum with a minimum two hundred (200) days of classes.

7) Various types of instructional methods are used and modern teaching- learning activities are practised.

8) Due importance is laid on curricular activities.

9) Even necessary medical facilities are available in the school.

10) Evaluation system followed by the school is Continuous and Comprehensive Evaluation.

11) All the students are offered Performance Profile indicating their all- round progress in the form of scholastic, co- scholastic areas and co-scholastic activities along with self-awareness statements.

12) The result for classes X and XII found to be quite impressive over the decade

(2003- 2012).

13) The school has earned name and fame in various competitions and events participated by students.

14) KVIITG provides a unique opportunity to accumulate everything that an ideal education can provide.

Under the Central Government scheme there are two (02) major organizations which has taken the role of spreading education among the masses either in urban or in rural areas through KendriyaVidyalayas and NavodayaVidyalayas spread all over the country. In these schools both Hindi and English medium of instruction are offered. Through these schools, both urban and rural talented children do receive the opportunity for acquisition of rich cultural knowledge of India along with the modern scientific and technological concepts which helps in building strong national integration in the country. These institutions act as a model for promotion of patriotism and helps in building unity in diversity.

According to Neelugup (2013), there are certain classrooms in the KVs wherein teaching in a particular language faces various difficulties.17 Gupta (2008) studied on development of spoken English proficiency of teachers in KVs and found that spoken English ability communication skills are weak.26 Another study conducted by Chhetri (2014) on attitude of Social Science teachers towards Continuous and Comprehensive Evaluation found that they have a positive attitude towards this evaluation system.18 Mani (2008) in his study based on development of problem solving skills in children found that they become active, functional and responsive and develop problem solving nature.19Kakaria (2013) attempted a research for improving the Maths learning of the learning difficult students which shows that due to inability to plan, examine and evaluate their own learning behaviour resulting in poor performance in the subject.28 In the present study, it is found that this particular KV applies various methods of instruction for different subjects in different classes like chalk and talk, discussion, demonstration, interaction and story-telling. The teaching -learning activities also include project work, assignments, models, charts, seminar and group discussion. This suggests that the teachers make use of modern methods and techniques of teaching different subjects and this may be the reason for achieving hundred (100) percent (%) result since 2010 – 2011. Moreover there is a continuous growth of students' enrolment which is evident from the past ten (10) years' record.

Chaudhary (2008); Singh and Mishra (2014); Rawat (2008) all of them studied on co- curricular activities and found that it helps in students' all round development.11,16,21 The present study also reveals that co- curricular activities are given due priority along with the curricular activities. Even in the performance profile of the students, marks and grading are carried out for each and every student on co- scholastic activities. The case study shows that certain students have brought in laurels for the Vidyalaya at the regional and zonal levels.

Kumar et al (2008); Arasu (2008); Aggarwal (2008); Jena (2011); Bandhana (2011); Sanhotra (2007), all of them dealt with respect to teachers' competency, strategy or on profession, shows that the teachers do put on great effort in their profession and they work on new techniques, methods and approaches and they do receive in- service training from time to time.20,23,31,30,32,22 In the present case it is found that minimum required numbers of teachers are recruited and they carry out their duties as per the school norms.

Agrawal (2004); Gohain (2012); Singh and Mishra (2013); all of them studied on evaluation, observed that educational achievement is one of the facet of personality development.12,13,29 The present case study shows that CCE system is implemented in the school which takes into account of scholastic, co- scholastic areas and co- scholastic activities of every individual student.

Chandrasekara et al (2011); Rao et al (2013); World Bank Education (2010) studies have dealt with the implementation of ICT in KVs and shows that due importance being offered to Science and Technology.14,15,36 The study conducted reveals that the school is equipped with necessary technological equipments and only lack of Mathematics lab and Smart Classes could be identified. With respect to library, studies of Faisal and Surendran (2008); Faisal (2013) show that modernization is necessary with due automation of school library.38,33 The case study carried out lacks in the area of library because adequate number of books does not exist. In addition, modernization in the form of automation needs to be installed.

Though the school is new when compared with the other six (06) KVs existing in Guwahati, performance of the school is quite encouraging and upcoming.

Conclusion:
KVs are the model schools established under the Central Govt. after attaining independence of India. The KVS has a long history and they are quite successful in achieving their mission all over India. Setting up of KVs is a matter of pride for that particular locality or district all over India. The best syllabus and curriculum is followed by this sangathan. Every opportunity is offered to students for their all round development. Recruitment of well trained teachers has been the special focus of this sangathan. The teachers take great pain in moulding the behaviour of the students coming from different socio-economic backgrounds. Action based learning is found in all the classes in this type of school.

The study conducted though in a mini form, yet an overall knowledge either of the sangathan or of the school could be obtained. A detail analysis of a particular school has enabled to assess the norms and procedures of such type of school. These schools are spread in such a way that all the states and union territories come under a network which helps in binding together and it acts as an agent of national integration. Along with this, the 'Hindi' language is promoted which is our national language. Also, it is a matter of pride now if an individual is recruited as a teacher either at primary, secondary or higher secondary level. The quality of teaching is quite advanced and as such the students are also highly benefitted. Regular change in curriculum at a certain interval is quite appreciating and it becomes effective throughout India spontaneously. Another important feature which this study could perceive is that through these schools there is uniformity either in terms of uniform, rules and regulations, syllabus all over the country. A student passed out from such school obtains equal recognition and status in any part of the nation. Also, there is an opportunity of transferring a student from such school anywhere and everywhere at any point of time within the country as because there is a network of these schools. This opportunity is specially required for defence personnel or central government employees because of their transferable jobs.

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APPENDIX- III

Questionnaire

Kindly provide all the necessary information as mentioned below:

1. Name of the school:

2. Year of establishment:

3. What are the aims and objectives of the school?

4. Classes: from _____ to _____

5. How many sections are there for each class?

6. Duration of school classes: from _____AM to _____PM

(a) No. of periods:

(b) Time allotted for assembly session:

7. Kindly fill in the table below with proper information:

Serial no.	Particulars	2003	2007	2012
		In numbers		
1.	Class room			
2.	Office room			
3.	Laboratory room			
4.	Store room			
5.	Library			
6.	Staff room			
7.	Computer room/ lab			
8.	Principal's room			
9.	Sports room			
10.	Student's common room for - Boys			
	Girls			
11.	Auditorium/hall			
12.	SUPW room			
13.	Activity room			
14.	MI room			
15.	Toilets			

8. Land area of the school:

9. Built-up area of the school:

10. (a) Do the school have Vidyalaya Management Committee(VMC)?

Yes ( )   No ( )

If yes, how many members are there? _____

(b) How many times meeting is/are held during a year? _____

11. Please offer following information:

Year	No. of principal and Head Master / Head Mistress	No. of teachers			No. of non-teaching staff
		Primary	Secondary	Higher secondary	
2003					
2006					

2009				
2012				

12. List of Principals (2003-2012)

Name	From	Till

13. Does the school have a Vice Principal?   Yes ( )   No ( )

14. Does the school have provisions of in-service training for the.....

(a) Teachers --   Yes ( )   No ( )

(b) Non-teaching staff --   Yes ( )   No ( )

15. (a) Process of intake of students

(i) Admission test conducted ( )   or,   (ii) Mark-sheet basis ( )

(b) Various types of categories taken into consideration during admission preference

(i) IIT employees ( )

(ii) Defence employees ( )

(iii) Central government employees ( )

(iv) State government employees ( )

(v) Retired military personnel ( )

(vi) General person ( )

(c) No. of students (Primary to Higher Secondary level)

Year	Class I – V	Class VI – VIII	Class IX – X	Class XI – XII
2003				
2004				
2005				
2006				
2007				
2008				
2009				
2010				
2011				
2012				

16. (a) Whether the classes are equipped with smart classes?   Yes ( ) No ( )

(b) Facilities available in the school:

Sl. No.	Particulars	No./s
1	No. of text books	
	No. of reference books	
	No. of journals	
	No. of news papers	
	No. of magazines	
2	Library Study Room	
	Seating capacity	
3	No. of computers	
4	No. of Science Laboratories :	
	Physics	
	Chemistry	
	Botany	
	Zoology	
	Environmental Science	
5	Generator available or not? Yes ( ) No ( ) If yes, how many numbers does the school have?	
6	Xerox machine available or not? Yes ( ) No ( ) If yes, how many numbers does the school have?	
7	Fire extinguisher available or not? Yes ( ) No ( ) If yes, kindly put the numbers.	
8	Drinking water facility available or not? Yes ( ) No ( )	
9	School campus is surrounded by boundary wall or not? Yes ( ) No ( )	
10	School bus available or not? Yes ( ) No ( ) If yes, how many numbers does the school have?	

17. Type of board used in the classrooms:

(a) Black board   Number: _____

(b) Flannel board   Number: _____

18. Do the teachers have their own cupboard/almirah/locker? Yes ( ) No ( )

19. How many days classes are conducted in a year?

20. How many number of exams conducted in a year?

21. Type of teaching-learning activities conducted (Please put a '√', if it is available)

(a)

Class	Project Work	Assignments	Models	Charts	Group Discussion	Seminar
I-II						
III-V						
VI-VIII						
IX-X						
XI-XII						

(b) Are these activities offered to all subjects?   Yes ( )   No ( )

22. Methods of teaching (Please put a '√' wherever applicable):-

Class	Chalk and talk	Discussion	Demonstration	Interaction	Story telling
I-V					
VI-VIII					
IX-X					
XI-XII					

23. Do you have a playground facility?   Yes ( )   No ( )

24. What are the facilities available including sports?

25. Kindly put a '√' (tick mark) wherever applicable:

(a) Type of co-curricular activities available in the school?

(i) Football ( )   (ii) Hockey ( )

(iii) Cricket ( )   (iv) Shot put ( )

(v) Volleyball ( )   (vi) Javelin ( )

(vii) Basketball ( )   (viii) Discuss throw ( )

(ix) Chess ( )   (x) Table Tennis ( )

(xi) Badminton ( )   (xii) Running track ( )

(xiii) Carom Board ( )

(xiv) Any other:

(b) Whether educational field trips are conducted or not:

Conducted ( ) Not conducted ( )

If conducted, is it compulsory for all classes: Yes ( )   No ( )

(c) Does the school have provisions for:

(i) NCC   Yes ( )   No ( )

(ii) Scout and Guide   Yes ( )   No ( )

(iii) Dance Classes   Yes ( )   No ( )

(iv) Music Classes   Yes ( )   No ( )

(v) Art Classes   Yes ( )   No ( )

(vi) Yoga Classes   Yes ( )   No ( )

(vii) Gymnasium   Yes ( )   No ( )

(viii) Any other:

26. Do you have a school clinic?   Yes ( )   No ( )

If yes, medical facility available? doctor ( ), nurse ( ), first-aid box ( ) or any other

27. What are the achievements of the school? (Please attach sheet if space is less)

(a) Academic,   (b) Sports,   (c) Community Work

Sl. No.	Academic achievements	Achievements in Sports	Community Work
1			
2			
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28. Result of the school in class X and XII Board exams from the year 2007 to 2012. (Please attach separate sheet)

29. Please provide a sample of time table.

30. Please offer sample copy/format of the progress report or performance profile.

31. What are the problems faced by you in functioning the school?